

Comprehensive Progress Report

Mission: We actively partner with families and community to reach all our students with purposeful, effective, and relevant instruction that encourages lifelong learning, celebrates equity and inclusion, and promotes civic engagement at school and at home.

Vision: Our vision is that all Carrboro Elementary School students obtain the academic skills and knowledge to excel while learning and growing in a culturally responsive and inclusive school community of committed and accountable educators and engaged parents.

Goals:

The school will provide a duty-free instructional planning time for every full-time assigned classroom teacher, with a goal of providing an average of at least five full hours of planning time per week.

By June 2022, office discipline referrals for African American students will decrease from 28.5% to 15% to better align with the overall enrollment of African American students in the school. For multi-race students we will decrease office discipline referrals from 12.9% to 6% by June of 2022.

The school will provide a duty free lunch period for every teacher on a daily basis or as otherwise approved by the School Improvement Team.

By June 2022, LEP students will increase their language acquisition composite on the ACCESS test from 40.5% to 45%.

Each year students with disabilities (SWD) will demonstrate more than a year's worth of growth in reading as measured by ENIL/IRLA assessments (American Reading Company). This goal is added to address our TSI status subgroup

CES will create a plan for eliminating unnecessary and redundant reporting requirements.

By 2022, 79% or more of the CES Staff will indicate that PD is differentiated to meet the individual needs of teachers on the Teacher Working Conditions Survey. (49% agreed on the 2020 TWCS)

By June 2022 Hispanic students will meet the reading and math ESSA targets.

100% of all expenditures are aligned to Strategic Plan and School Improvement goals.

The school shall include a plan to identify and eliminate unnecessary and redundant reporting requirements for teachers and, to the extent practicable, streamline the school's reporting system and procedures, including requiring forms and reports to be in electronic form when possible and incorporating relevant documents into the student accessible components of the Instructional Improvement System.



Activity in the last 12 months

! = Past Due Objectives

KEY = Key Indicator

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: High expectations for all staff and students

		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>We have tied this key indicator to our goal of having our Latinx (Hispanic on reports) students meet the reading and math ESSA targets by June of 2022.</p> <p>With a 30% Latinx population CES has been paying attention to this student group for a long time and students have been demonstrating growth. We need to continue to focus our attention on closing the gap.</p>	Limited Development 12/01/2020		

How it will look when fully met:	<p>This objective will be fully met when met the targets listed below.</p> <p>Projected ESSA target for 2022</p> <p>Reading Goal: 49.2</p> <p>Math Goal: 57.5</p> <p>Current ESSA target 2020-2021</p> <p>Reading Goal: 46.8</p> <p>Math Goal: 54.5</p> <p>2019-2020</p> <p>Reading Goal: 44.3</p> <p>Math Goal: 51.5</p> <p>Actual: no scores due to COVID19</p> <p>2018-2019</p> <p>Reading Goal: 41.9</p> <p>Actual Reading: 38.5</p> <p>Math Goal:48.5</p> <p>Actual Math:</p>		Carmen Betts	06/01/2022
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Actions				0 of 1 (0%)		
	12/1/20	-Teachers provide standards aligned instruction and provide small group instruction based on formative assessment data -Teachers will utilize ARC for small group instruction and one on one reading conferences to work on students individual reading needs -All staff will continue to be provided ARC professional development by our ARC consultant and by our Instructional Coaches -Administration and attendance team will monitor student engagement by demographic including but not limited to the number of sessions attended in each subject area (out of how many were offered) as well as how many assignments are completed in each area. -Our interventionists will provide tier 2 and tier 3 support to students who are not responding to tier 1 classroom instruction			Carmen Betts	06/01/2022
Notes:						
!	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We are an exemplar PBIS school. This year, we have shifted to implementing restorative practices. We show a need for a focus on Tier II and Tier III training for teachers and additional supports for students with repeat office discipline referrals.		Limited Development 09/06/2017		
		Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Restorative practices will be fully implemented with restorative circles and restorative discipline in all classrooms. The number of students with repeat ODR's will decrease. The disproportionality of referrals will be addressed. Additional Tier II and Tier III supports will be offered for students.			Katie Harrison	06/12/2020
Actions				3 of 9 (33%)		
	9/6/17	Restorative Practices Training - 2-day training for all staff			Jillian La Serna	10/31/2017
Notes:						
	9/6/17	2 restorative circles/week done in all classrooms			Jillian La Serna	03/16/2018
Notes:						
	9/6/17	Restorative Discipline conferences used in the classroom and in the office			Jillian La Serna	06/07/2018
Notes:						
	9/28/18	PBIS will monitor and provide updates and action steps for faculty to decrease the percentage of African American student referrals			Amy Singer	06/02/2019

<i>Notes:</i>				
9/6/17	FBA and BIP training for teachers		Jillian La Serna	02/01/2020
<i>Notes:</i>				
9/6/17	Tier II Interventions compiled for teacher access based on student behavioral need		Amy Singer	03/15/2020
<i>Notes:</i>				
6/25/19	The Equity Team will work with the district Equity director to plan a staff training on microaggressions	Complete 06/01/2020	Janet Davis-Castro	06/01/2020
<i>Notes:</i>				
6/25/19	The PBIS Team will work closely with grades K and 1 to ensure implementation of restorative practices with fidelity.	Complete 06/01/2020	Amy Singer	06/01/2020
<i>Notes:</i>				
6/25/19	The school PBIS team will work with the district over the coming two years to roll out an updated student code of conduct.	Complete 06/01/2020	Carmen Betts	06/01/2020
<i>Notes:</i>				
Implementation:		11/18/2020		
Evidence	11/18/2020			
Experience	11/18/2020			
Sustainability	11/18/2020			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			CES is currently rewriting all units using the biliteracy unit framework in conjunction with the UbD model. These units integrate science and social studies with literacy. Coaches are writing model units and lessons over the summer of 2016. PLC teams will work with coaches and leadership next year to refine Phase I and II and write Learning Focused Lessons for Stage III of each unit, creating standard based assessments and integration of 5 high-yield instructional strategies. Task-based math units are created at a district level and refined in the school.	Limited Development 05/20/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			-All units will be in Learning Focused Lesson format -Teachers will regularly use high-yield instructional strategies in each lesson plan arc. - Teachers will be knowledgeable and able to write lesson plans in the LFL format -Teachers will know the UbD/biliteracy unit framework - Lesson plans and completed units aligned with all standards with materials will be provided as evidence	Objective Met 03/10/20	Jennifer Halsey	06/08/2019
Actions						
	9/23/16	Professional development - complete LFL 102 and 103 trainings		Complete 03/17/2017	Emily Moorman	06/09/2017
<i>Notes:</i> LFL 102 Training - August 23, 2016 LFL 103 Training Delayed until Fall 2017						
	11/9/18	Strategies for AIG students will be integrated into classroom instruction on a regular basis and highly gifted students as well as other students identified for services will receive specialized instruction from the Gifted Education Specialist.		Complete 06/01/2018	Gifted Education Specialist	06/01/2018
<i>Notes:</i> -star questions for math assignments and assessments (available to all students) -extension projects for science units (minimum 1--2 for each grade level) (available to all students) -socratic seminars offered for each unit (grades 3-5, all students) -PETS program grades K-3 (all students) -William and Mary unit instruction, 60min/week for highly gifted students						
	9/23/16	PLC planning meetings		Complete 09/18/2018	Emily Moorman	06/08/2018

	<p><i>Notes:</i> Teams will plan LFL lessons in the UbD unit framework Coaches and Administration will review lesson plans weekly</p> <p>Quarter 1 Update - Grade level planning teams meet weekly (science/literacy, social studies/literacy, math and science) to plan units and arcs of lessons.</p>			
9/7/17	Complete bridging lessons for all units	Complete 09/08/2018	Janet Davis-Castro	06/08/2018
	<i>Notes:</i>			
9/25/18	Observe and provide feedback on bridging lessons	Complete 01/08/2019	Jonathan Woody	12/01/2018
	<p><i>Notes:</i> The formation of the biliteracy committee and ongoing faculty meeting updates from the committee has helped ensure feedback on bridging lessons. The committee should continue to plan for next steps in ensuring biliteracy instruction.</p>			
9/25/18	Adjust math lesson plans to align with the changes in standards using resources from Ready Math and DPI	Complete 06/01/2019	Mindy Morton	06/01/2019
	<i>Notes:</i>			
9/25/18	Scope and sequence for social studies literacy - shift to integrate social justice standards and increased small-group instructional time	Complete 12/13/2019	Janet Davis-Castro	12/12/2020
	<p><i>Notes:</i> An FSA grant and two days of release time for planning has helped to resequence social studies literacy and has ensured integration of social justice standards. This work needs to continue into next year to ensure all units are addressed.</p>			
Implementation:		03/10/2020		
Evidence	3/10/2020			
Experience	3/10/2020			
Sustainability	3/10/2020			

		A2.22	All teachers and teacher teams plan instruction based on the aligned and expanded curriculum that includes rich reading, writing, memorization, and vocabulary development.(5321)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			This key indicator is tied to our goal for ESL students. By June 2022, LEP students will increase their language acquisition composite on the ACCESS test from 40.5% to 45%.	Limited Development 12/01/2020		
<i>How it will look when fully met:</i>			Access scores will show us if we have met this goal.		Katie Harrison	06/01/2022
Actions				0 of 1 (0%)		
	12/1/20		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (Key indicator as action step) ESL teachers will continue to utilize Ellevation as a resource and have additional training on its use Our interventionist will provide tier 2 and tier 3 support to students who are not responding to tier 1 instruction		Katie Harrison	06/01/2022
<i>Notes:</i>						
		A2.25	The teacher builds students' ability to use a variety of learning tools. (5339)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Students use a variety of learning tools currently and we would like to add additional resources focusing on math and literacy.	Limited Development 09/28/2018		
			Priority Score: 2 Opportunity Score: 1 Index Score: 2			
<i>How it will look when fully met:</i>			Students will utilize learning tools to assist with learning.	Objective Met 03/10/20	Jennifer Halsey	06/01/2020
Actions						
	9/28/18		iReady online activities	Complete 02/01/2019	Mindy Morton	02/01/2019
<i>Notes:</i> 45-60min/week						
	9/28/18		Students will utilize Discovery Ed Techbook as a science resource	Complete 06/14/2019	Jonathan Woody	03/01/2019
<i>Notes:</i> This resource was not used as often as expected. One issue with the resource was the limited material available in Spanish.						

9/28/18	Science materials will be purchased and utilized to teach science units across all grade levels.	Complete 06/01/2019	Mindy Morton	06/01/2019
<i>Notes:</i>				
9/28/18	Students will engage in Imagine Espanol to build early Spanish literacy skills.	Complete 06/07/2019	Emily Moorman	06/01/2019
<i>Notes:</i> 3x/week				
9/28/18	Monitor student perception and engagement after implementing new tools	Complete 10/01/2019	Jessica Bigelow	10/01/2019
<i>Notes:</i> Give student survey again to start the 2019-20 school year.				
9/28/18	Students will access Google Classroom as an interactive learning tool in grades 3-5.	Complete 06/07/2019	Jonathan Woody	12/01/2019
<i>Notes:</i>				
11/13/18	Continue implementation of AIG instructional strategies in the classroom for all students and begin using William and Mary units for highly gifted (reading) students in grades 4-5.	Complete 03/02/2020	Janet Davis-Castro	03/02/2020
<i>Notes:</i> Teachers continued this effort with a long-term GES substitute for the 2018-19 school year. This effort needs to continue next year as the new GES begins work with grade level teams				
Implementation:		03/10/2020		
Evidence	3/10/2020			
Experience	3/10/2020			
Sustainability	3/10/2020			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
		A4.02	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities. (5118)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This key indicator is tied to our goal for our students with disabilities (SWD). We are a TSI school because of this subgroup. Our goal is that each year students with disabilities (SWD) will demonstrate more than a year’s worth of growth in reading as measured by ENIL/IRLA assessments (American Reading Company).	Limited Development 12/01/2020		
How it will look when fully met:			We will use ENIL/IRLA data to look at each individual students growth in reading over the course of each school year.		Jennifer Halsey	06/01/2022
Actions				0 of 1 (0%)		
	12/1/20	-Small group toolkit lessons or one on one reading conferences will be conducted a minimum of twice per week for students with reading goals on their IEPs -During face to face instruction our EC teachers and classroom teachers will co-teach in grades 3 ,4, and 5 to provide differentiated support for EC students. -Resource staff will have ARC training from our ARC consultant and our Instructional Coaches to provide students with streamlined instructional support in literacy			Jennifer Halsey	06/01/2022
Notes:						

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:			This key indicator is tied to our goal of decreasing our discipline disproportionality. Our goal is by June 2022, office discipline referrals for African American students will decrease from 28.5% to 15% to better align with the overall enrollment of African American students (current enrollment 5.6%) in the school. For multi-race students (current enrollment 5.6%) we will decrease office discipline referrals from 12.9% to 6% by June of 2022.	Limited Development 12/01/2020		
How it will look when fully met:			Educator's Handbook and Powerschool will provide the data that we need to monitor this goal. Our discipline referrals for both student groups will be lower than the percentage of those student populations if we have truly met this goal.		Carmen Betts	06/01/2022
Actions				0 of 1 (0%)		
	12/1/20	-Administration will plan professional development around equity and identity that will increase staff strategies and awareness for how and why discipline practices disproportionately affect African American and multiracial students at our school (Race in The America Series) -Administration will engage in walkthroughs and provide feedback to staff regarding equitable disciplinary practices and classroom management -Teachers will include SEL strategies in morning meetings. Calming strategies, check-ins, and reflections will be implemented at other times during the instructional day as appropriate -Code of Conduct Trainings-Equity Centered continued participation -Monthly discipline data review with staff to examine patterns and design supports for staff that are making repeated referrals -During virtual learning staff will use the CES created attendance tracker to look at specific patterns in student attendance. The attendance team will reach out to the families of these students to support them with attendance.			Carmen Betts	06/01/2022
Notes:						

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We host transition meetings from PreK-K and 5th grade to 6th grade for at-risk students. In addition, 5th grade teachers have visited sixth grade and adjusted scheduling and organization of student materials to assist in transitioning.	Limited Development 09/07/2017		
How it will look when fully met:			Plan vertical transition meetings for students at the end of the year and allow time for teaching PLCs to meet.	Objective Met 11/18/20	Jennifer Halsey	06/05/2020
Actions						
	9/7/17	End-of -year meetings for grade level PLCs to meet and transition students.		Complete 06/08/2018	Jonathan Woody	06/08/2018
Notes:						
	9/25/18	Vertical grade-level team walkthroughs to observe curriculum that will impact student readiness for the next grade level		Complete 06/07/2019	Emily Moorman	06/01/2019
Notes:			This effort was a success to provide peer-to-peer feedback and a focus on instructional strategies. This also allowed teachers to see strategies used by others.			
	9/7/17	Plan vertical planning meetings for curriculum (K/1, 2/3, 4/5)		Complete 11/18/2020	Jonathan Woody	06/10/2020
Notes: This moved to the next school year.						

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			PLCs, MTSS, instructional coaches and school administration reviews performance data after screenings and unit tests. This informs instruction, interventions, and professional development.	Limited Development 05/20/2016		
			Priority Score: 2 Opportunity Score: 2 Index Score: 4			
How it will look when fully met:			PLC teams can independently analyze data after each assessment and adjust core instruction and interventions based of the students.	Objective Met 03/10/20	Jennifer Halsey	06/10/2020
Actions						
	9/23/16	Data Literacy 101		Complete 01/23/2017	Emily Kochy	02/10/2017

<i>Notes:</i> 12/8 - Data Literacy 101 Part 1 training during delayed opening 1/23 - Data Literacy 1010 Part 2 training during PLC meetings				
9/23/16	Analyze screening data after each administration	Complete 06/09/2017	Emily Kochy	06/09/2017
<i>Notes:</i> Literacy coaches and math/science specialist met with teachers to discuss mClass, F&P, and AIMS Web for quarter 1. Teachers used data to drive instruction and determine intervention groups. (updated: 11/18/16)				
9/23/16	Data Literacy 102	Complete 03/01/2018	Emily Kochy	10/13/2017
<i>Notes:</i> This training has been moved to 2017-18.				
9/23/16	Teachers will analyze data at the end of each unit (literacy/content) and math.	Complete 02/22/2018	Emily Kochy	12/08/2017
<i>Notes:</i> Unit tests in math are reviewed after every unit throughout the first quarter. Teachers used data from PBAs and unit tests to determine reteaching, retesting, and intervention groups.				
11/30/17	Lesson Plan Week-by-Week document will be used weekly to link lesson plans and units for review and feedback	Complete 02/22/2018	Jillian La Serna	01/31/2018
<i>Notes:</i>				
9/23/16	Data Literacy 103	Complete 03/07/2018	Emily Kochy	02/16/2018
<i>Notes:</i>				
4/24/18	Implement and plan instruction based on two new assessments (KEA at 1st grade and Early Numeracy Assessments at grades K-3)	Complete 06/07/2019	Jillian La Serna	11/01/2018
<i>Notes:</i>				
11/30/17	Classroom visits to provide evaluation of lesson plan implementation and verify lesson plan fidelity. Feedback will be giving to classroom teacher and PLC teams.	Complete 06/07/2019	Jillian La Serna	12/01/2018
<i>Notes:</i>				
4/24/18	Create systematic way to review benchmark data with grades 3-5	Complete 01/01/2020	Janet Davis-Castro	01/30/2020
<i>Notes:</i>				
9/25/18	Provide professional development on the new district data protocol and implement protocol in PLC data discussions	Complete 12/06/2019	Jillian La Serna	06/01/2020
<i>Notes:</i> This work continues as the district protocol develops.				
Implementation:		03/10/2020		
Evidence	3/10/2020			
Experience	3/10/2020			

Sustainability			3/10/2020			
		C2.03	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(5163)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Professional development is offered through project advance and the school.	Limited Development 09/27/2018		
			Priority Score: 3 Opportunity Score: 1 Index Score: 3			
How it will look when fully met:			Teachers will be engaged in differentiated professional development.	Objective Met 03/10/20	Janet Davis-Castro	10/01/2019
Actions						
	9/28/18	Survey teachers based to determine staff capacity to offer PD and interests.		Complete 09/12/2018	Janet Davis-Castro	10/10/2018
Notes:						
	9/28/18	Build a schedule of differentiated professional development		Complete 10/24/2018	Emily Moorman	11/01/2018
Notes:						
	9/28/18	Staff will engage in at least 4 differentiated professional development sessions throughout the year		Complete 06/07/2019	Jillian La Serna	06/01/2019
Notes:						
	9/28/18	Offer some professional development sessions in Spanish		Complete 06/07/2019	Jillian La Serna	06/01/2019
Notes:						
Implementation:				03/10/2020		
Evidence			3/10/2020			
Experience			3/10/2020			
Sustainability			3/10/2020			

Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
		E1.03	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.(5179)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers have parent teacher conferences with all parents at the end of the 1st quarter and with the parents of at risk students during other quarters. Progress reports are sent between and report cards.	Limited Development 12/03/2020		
<i>How it will look when fully met:</i>			100% completion of parent-teacher conferences.		Jennifer Halsey	06/01/2022
Actions				0 of 1 (0%)		
	12/3/20		Parent teacher conferences, progress reports, report cards		Jennifer Halsey	06/01/2022
<i>Notes:</i>						
		E1.10	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			We make parent communication and support a priority at CES and will continue to do so. We offer a lot of opportunities for parents to be a part of their child's education and for them to learn more.	Limited Development 12/03/2020		
<i>How it will look when fully met:</i>			Regular parent workshops, open houses, meet the teacher nights, affinity groups for parents.		Katie Harrison	06/01/2022
Actions				0 of 1 (0%)		
	12/3/20		Affinity groups for parents, parent workshops, orientations, open houses, coffee with the principal, etc.		Katie Harrison	06/01/2020
<i>Notes:</i>						